



万水英语系列丛书

英语口语教程系列

视·听·说

——流利美语 培训教程

[美] Cynthia McKeag Tsukamoto
& Sally LaLuzerne-Oi 著



Second Edition)

Tell Me About It!



中国水利水电出版社
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视、听、说 ——流利美语培训教程

[美] Cynthia McKeag Tsukamoto 著
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内 容 提 要

本书是一本帮助具有中级英语水平的学生在短期内提高英语听说能力的教材。

书中的内容新颖活泼, 丰富多彩, 能够充分调动学生视觉、听觉和语言中枢的积极性。学生在完成作者精心设计的一个个情景练习之后会惊异地发现学习语言并不那么费劲, 应用美语流畅地进行交流也不再是件可望而不可即的事情。

本教材适合大中专院校师生, 口语强化班学员具有中级英语水平的英语爱好者。

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前 言

本书为以英语为第二外语、具有中级英语水平的大中专院校学生和成年的英语爱好者所写。

英语的口语教学一直是教学过程中比较有难度的一项内容。如何让学生领会会话要领，并且大胆开口用英语进行交流呢？本书尝试着为教师和学生提供一套轻松提高口语表达能力的训练方法。通过阅读和使用本书，学生将发现在轻松活泼的版面设计中，蕴涵着丰富多彩的内容。这些内容与生活息息相关，易学易用，练习之后将极大地增强自己的会话能力和自信心。

本书作者在英文原书的前言中曾指出，本书依据了这样一种理论：学生是通过说来提高口语的，说得越多，则学得越多，在得到了有趣且有意义的话题后，他们能够谈论得更加有效。

正是基于这样的认识，作者在书中采用了十个有趣的、经过了检验的话题。每一章中都包含了在自然的对话中与该话题相关的常用单词和短语。录入磁带的讲座、故事、对话向学生展示了单词和短语的使用方法。最后一个练习（做推测，表述观点等）则表现了英语语言实用的方面。

学习单词和短语不但能够帮助学生增强谈论每个话题的信心，还能帮助教师拥有一个实实在在的衡量学生讨论能力的方法。然而，编写本书的主要目的在于激发学生会话的热情，单词的学习只是达到目的的一种手段。每节课的大部分时间都应该用在让学生自由地针对特定问题表达自己的观点上面。教师在为学生提供了有用的语言、有意义的话题之后，就应该退出来，让学生来担当讲话的主角。

鼓励学生抓住机会大胆开口讲话是培养学生口语流畅性的最好办法。要求学生在听磁带前不查词典，尽量猜测单词的含义。教师应该尽最大努力帮助学生在初学阶段对这门新的语言感到适应，并且在一定的上下文中使用新单词。为达到这一目的，在每章中都有许多的活动激发学生会话的热情。

尽管教师在教学过程中最好遵循教材中的活动顺序，因为教材内容的难度是逐渐增大的，语言学习也是循序渐进的，但是教师仍应发挥主动性，根据学生的实际需要，对部分活动进行取舍或替换。

教材的组织

教材的每一章都有着同样的版式，然而活动和练习每一章都在变化。这种变化为学生在一个给定的主题下提供了广阔的实践机会。下面对教师如何应用本书的各个部分提供一些指导性建议。

A. Getting Ready to Talk

每一章都以一个引出主题的容易谈论的讲座或故事开始。在播放磁带前，让学生先看单词和图片。要求学生不要使用词典查找单词的含义。同时告诉他们，只要仔细地看图，在听磁带时，也许他们一下子就明白了单词的意思。在第一遍播放磁带的时候，学生们应该仅仅是听。第二遍播放磁带时，要求学生在邻近每张图片的空白处写上一个恰当的单词。如果有必要，再放一遍磁带。有些学生或许会觉得一边听磁带，一边看图片，再一边写单词是很困难的事情。他们有时会为每一个单词编上号，然后把这个号码写在图片的旁边。教师应该鼓励学生去发现适合自己的方法和策略，这些做题的策略在其他课文中依然需要。因此，只要学生觉得某种方法对他们来说行之有效，那么随他们去好了，不要强加干涉。

下一步需要做的是要求学生找个伙伴，互相对照一下彼此的答案。应该注意的是，一些单词可以与多个图片相配，因此任何可能的答案都应该被接受。最后，教师可以结合课文提出几个阅读理解性的问题，请几名学生谈谈他们对教材内容的不同理解。

B. Talking About It

这部分包括一些与谈论主题相关的表达方式和第一轮会话练习。教师应该和学生一起共同学习一遍新的单词和词组。虽然第二句话总是给出来用于解释单词的含义，但是有时有必要仔细讲解一下，确保学生真正掌握了单词的确切含义和用法。教师应该告诉学生，这样的单词和短语也可用在其他的语境下。接下来的活动将帮助学生领悟如何应用这些新的单词和短语。

C. More Talk

这部分内容介绍了谈论该主题时可以使用的更多的单词和短语。这与一系列的预听练习、听力练习和听后练习联系在一起。这些练习的设计目的是鼓励学生大胆地开口讲英语。学生们在做这些练习前，最好不要使用词典。教师可以让学生明白，没有必要将所有的空白都填写上，或者将全部的预听练习都做完，但他们应该尝试着做一些猜测。

这部分听力练习的目的是为了帮助学生们通过内容理解新的单词和短语。在播放磁带之前，要求学生再浏览一遍练习。然后，再播放磁带。做完整个练习后，不间断地再放一遍磁带。要求学生结成对，互相比较一下各自的答案，然后回顾一下预听练习部分，检查自己最初的猜测与后来所了解的是否一致。弄清楚问题中的每一个细节，然后继续完成最后一个练习，它将给学生提供一个针对主题的更多的会话机会。

D. Still More Talk

这部分将介绍几个功能性短语。尽管这些短语已被用来谈论一个特定的主题，但仍然应该鼓励学生考虑一下如何在其他的语境中应用它们。与学生们一起通读这些短语，然后在必要的地方给予额外的解释。

本部分的第一个练习总是一段阐述新短语用法的对话。在每段对话中都有几个间隙。在听磁带前，学生们应该结成组，朗读对话，并且试着将空白处补全。这样做的目的是为了

帮助学生从上下文关系中学着做出有根据的推测。同时,设计这项练习也想让学生明白,在任何会话中,都可以用许多可能的方式来表达最初的意思。

播放两遍磁带,要求学生们在听磁带的时候填空。提醒学生不要抹去最初的答案。然后和学生一起查看他们与磁带内容不一致的答案,区分出正确的答案,或简短地解释为什么不能用他们的答案。

听后练习活动给学生提供了更多的会话机会。

E. Putting It All Together

本部分内容是全章内容的一个综合。它包括活动、游戏和讨论题。教师可以灵活地改变一下讨论问题的形式,例如,每组可以指定一名秘书,记录下小组的活动情况并且向全班同学汇报小组的讨论结果;或者可以让每个小组推选一名学生,讲述一下自己通过学习对其他国家或其他人的了解情况。

最后一部分内容是教材内容的引申练习。它将帮助学生综合已经学过的知识,同时也能帮助教师更好地了解学生对教材的掌握程度。

附加练习

最后,教师可以参考使用教材后面参考答案中有价值的附加练习。这些练习可以配合教材中的活动一起使用,也可以替换教材中的部分活动。教师应该根据本班的实际情况予以取舍。

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The journey that this book has been through has been a long, and at times, an arduous one. That journey has been aided by the suggestions, ideas, input and support of many people.

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目 录

前言

Acknowledgements

第一章 Fun and Games (娱乐和游戏) 1

Talking about Sports (谈论运动) 3

How Players and Teams are Described (如何谈论运动员和运动队) 4

Making Predictions (预测) 6

第二章 Food for Thought (耐人寻味的食物) 13

Talking about Food (谈论食物) 15

How Food Tastes (谈论食物的味道) 16

Explaining How to Make a Certain Food (说明食物的做法) 19

第三章 Majors and Minors (主课和副课) 23

Talking about Education (谈论教育) 26

How Schools are Organized (教育体制) 27

Asking for Information (询问) 30

第四章 In the Marketplace (在市场上) 35

Talking about Shopping (谈论购物) 37

How to Describe Something (如何描述事物) 38

Talking about Purchases that You Are Not Happy With (谈论不愉快的购物经历) 42

第五章 Family Ties (家庭关系) 47

Talking about Family Life (谈论家庭生活) 50

What Family Members are Like (描述家庭成员的特征) 51

Expressing Your Opinion, Agreeing or Disagreeing with Someone
(表达自己对某人赞成或反对的观点) 55

第六章 The Two of Us (两人世界) 60

Talking about Love and Marriage (谈论爱情和婚姻) 62

Why People Fall in Love and Marry (人们为什么恋爱、结婚) 63

Talking about Future Plans (谈论将来的计划) 65

第七章 Music to My Ears (音乐欣赏) 71

Talking about Music (谈论音乐) 73

What Music Sounds Like (评价音乐) 74

Expressing Your Impressions (表达对音乐的感受) 76

第八章 Nine to Five (日常工作) 79

Talking about Jobs (谈论工作) 82

What Jobs Are Like (描述工作性质) 83

Persuading Someone to Do Something (劝说某人做某事) 86

第九章 Now Showing (现在开演了)	93
Talking About Movies(谈论电影)	96
What Movies Are Like (评价电影)	96
Suggesting that Someone Do Something (建议某人做某事)	98
第十章 When in Rome (入乡随俗)	103
Talking about Travel (谈论旅游)	105
What Places Are Like (描述旅游地点)	106
Asking For and Giving Directions (问路和指路)	110
Credits	116
Teacher's Guide (教师参考)	117



Chapter 1

Fun and Games

A. Getting Ready to Talk (会话准备练习)

1. Time to Listen. (听力练习)

Take a few minutes to look at the pictures and the sports words. Then, listen to the tape and write a word under each picture.

recreational sports

amateur player

professional player

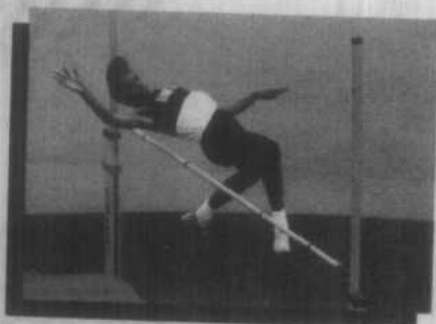
veteran

rookie

individual sports

team sports

spectators



2 Tell Me About It



2. *Looking Back.* (取长补短)

Compare your answers with a partner. Do you agree?

Other sports words are:

athlete - A person who takes part in competitive sports.

competitive sports - Sports that are played for a prize or profit, like football, where teams try to win the Super Bowl.

intramural sports - Sports played between two or more teams of the same school.

martial arts - A number of Asian self-defense arts such as karate and judo which are often practiced as sports.

B. Talking about Sports (会话练习 I : 谈论运动)

Here are some expressions you can use.

George is a **die-hard** Yankee fan. He always supports the Yankees.

Joe is a **fair-weather** fan. He only supports the Yankees when they are winning.

Who are you **rooting for**? Who do you hope will win?

Which team is the **home team**? Which team is the local one?

Maria is **good at** tennis. She plays tennis well.

1. *Team Players.* (作判断)

Work with a partner. Make a list of the names of all of the students in your class. Decide what kind of athlete each person probably is. Do you think that person likes recreational sports? Which ones? Do you think that person prefers individual sports, team sports, or being a spectator? Do you think that person likes competitive sports? Intramural sports? Martial arts? Write a few words under each name to help you remember. After you have finished, tell each person in the class what kind of athlete you think he/she is. Listen carefully to what each group says. Are they right?

C. More Talk: How Players and Teams Are Described
(会话练习 II : 如何谈论运动员和运动队)

.....
Example: How do you think the Wildcats will do this season?

They should do well. They're one of the **top-ranked** teams.
.....

1. *Time to Brainstorm.* (集思广益)

Work in pairs. Here is a list of words that describe players and teams. Before you listen to the tape, decide whether the word describes a winner or a loser, and write it in the appropriate column. If you do not know which column the word belongs in, guess.

champion	underdog	number one	most valuable player
all-star	victorious	disqualified	pennant winner
avored	runner-up	top-ranked	play-off

winner

loser



2. *Time to Listen Again.* (听力练习 II)

Listen to the tape and fill in the blanks with the word or words you hear.

1. Good afternoon, ladies and gentlemen. Welcome to the final game of the season. And what a game it will be! It will determine the _____ of the American League, so today we will finally find out which team is really the best.
2. Well, we're down to the final event. The boys in blue really want to win, because as you know, a _____ here will sew it up for them!
3. Since both golfers have come in with identical scores, there will be a three-hole _____ to determine the winner, and they will have another chance to try to beat each other.
4. Martina is in first place now and has been the _____ tennis player for the last several years, so she will be _____ in this match. She is expected to beat her opponent easily.
5. The best players of the National League will be playing today. One of them will be chosen as the very best player. While the National League _____ are taking their warm-ups, we can speculate as to who might be named _____.
6. It's an interesting turn of events. The number one horse cannot compete anymore. He has been _____ because of a lane violation, so the odds are changed, and the _____, who usually never wins, definitely has a chance to be _____ today for a change.
7. Yankee fans were very happy to see their team win the prize today, and I know they'll be watching the championship games, too. With this victory, the Yankees are the _____, and they will go into the _____ starting next week.
8. Wow! What a finish! From last place to second or _____ in the final week. If the season had lasted a few more weeks, they might have finished in first place.

3. *Looking Back.* (取长补短)

Now compare your answers with a partner. Do you agree? When you finish, look back at activity C1 and check your guesses.

4. *State Your Case.* (各抒己见)

Form groups according to your favorite sport or the sport you like to watch the most. Choose a secretary to take notes, and then list your reasons for liking this sport. Group by group present your reasons to the class. Finally, try to persuade the other groups that your sport is the best choice. For example, if one group says its sport is good for a person's health, tell why your choice is better.

D. Still More Talk: Making Predictions (会话练习Ⅲ: 预测)

Here are some expressions you can use.

The Bulls are a really good team. I **bet** they'll win.

In fact, I **would say the odds are** in their favor.

Jack hasn't pitched for many professional games yet, but he was such a good player in college that I have faith in him. I **have a feeling** that he'll win many games.

She won all the other matches, so it seems she is **most likely to win** today too.

1. *Conjectures.* (推测)

Work with a partner. Try to guess what Tom and Steve are saying about their favorite player. Write your guesses above the blanks.

Tom: With his statistics, _____ he'll be named "most valuable player."

Steve: I'd certainly agree that the _____ in his favor.

Tom: I'm glad because he was the underdog all year.

Steve: You know, _____ that he will be great next year too.

Tom: And I think that any team that he's on _____ in the play-offs too.

Steve: I think so. In fact, _____ a few dollars that it will happen.

Tom: Well, _____ definitely in your favor on that one.

2. *Confirmations.* (证实)

Now listen to the conversation and complete the sentences, but do not erase your guesses. Afterward, tell the class about any different answers you have. Why are or why aren't they possible?

3. *Timed Conversations.* (限时会话)

Work with a partner. One of you is player A and one is player B. Take turns talking.

Player A: Talk about each of the following topics. You have two minutes. Your partner will time you and give you one point for each word or expression from this unit that you use.

1. Your favorite sport
2. The best team
3. Your sports predictions for this year

Player B: Talk about each of the following topics. You have two minutes. Your partner will time you and give you one point for each word or expression from this unit that you use.

1. The most exciting sport
2. The sports person you admire the most
3. Your predictions for the next Olympics

Number of Points	
Player A	Player B

Here are some words and expressions you have already learned.

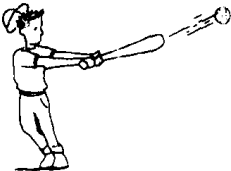

amateur player	to be good at	home team
professional player	to be a die-hard fan	play-offs
rookie	to be a fair-weather fan	number one
veteran	to root for	top-ranked
athlete		
	individual sports	avored
champion	team sports	disqualified
runner-up	intramural sports	
underdog	competitive sports	I bet...
most valuable player	recreational sports	I would say the odds are...
pennant winner	martial arts	I have a feeling...
		...to be most likely...

4. Predictions. (预测)

Work with a partner. Take turns making predictions about the following games. After your partner makes a prediction, you should flip a coin to find out the result of the game. When your partner's prediction is correct, you should say, "You're right on target." But when your partner's prediction is not correct, you should say, "You sure called that one wrong."

.....
Example: Player A: I bet Jose will hit a home run.

Player B: (Flips a coin and gets tails.) You sure called that one wrong.

	Heads	Tails
<p>... Jose</p> 	(hit) a home run	(strike out)
<p>... Sandy</p> 	(get) a strike	(get) a gutter ball